

# Grade 3 Sample Test Prompt

## Word Choice

Your teacher is absent and you have been asked to teach your class for a day. Think about what you would do if you were the teacher.

Write a story about your day as the teacher.

Your writing should:

- Have a beginning, middle, and end.
- Describe yourself and your class.
- Include important details about your day.

Remember to edit for spelling, grammar, punctuation, and capitalization.

# AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

## WORD CHOICE

<p><b>6</b></p> <p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• accurate, strong, specific words; powerful words energize the writing.</li> <li>• fresh, original expression; slang, if used, seems purposeful and is effective.</li> <li>• vocabulary that is striking and varied, but that is natural and not overdone.</li> <li>• ordinary words used in an unusual way.</li> <li>• words that evoke strong images; figurative language may be used.</li> </ul>	<p><b>5</b></p> <p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• accurate, specific words; word choices energize the writing.</li> <li>• fresh, vivid expression; slang, if used, seems purposeful and is effective.</li> <li>• vocabulary that may be striking and varied, but that is natural and not overdone.</li> <li>• ordinary words used in an unusual way.</li> <li>• words that evoke clear images; figurative language may be used.</li> </ul>	<p><b>4</b></p> <p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• words that work but do not particularly energize the writing.</li> <li>• expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.</li> <li>• attempts at colorful language that may occasionally seem overdone.</li> <li>• occasional overuse of technical language or jargon.</li> <li>• rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.</li> </ul>
<p><b>3</b></p> <p>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• words that work, but that rarely capture the reader’s interest.</li> <li>• expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective.</li> <li>• attempts at colorful language that seem overdone or forced.</li> <li>• words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used.</li> <li>• reliance on clichés and overused expressions.</li> </ul>	<p><b>2</b></p> <p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• words that are colorless, flat or imprecise.</li> <li>• monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message.</li> <li>• images that are fuzzy or absent altogether.</li> </ul>	<p><b>1</b></p> <p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• general, vague words that fail to communicate.</li> <li>• an extremely limited range of words.</li> <li>• words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.</li> </ul>

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**Writing**

**DIRECTIONS:** Now write your final copy on the following two pages.

**FINAL COPY**

I weol help my class to now jaw  
dw problems and read book's  
and write and now jow dw the  
A.B.C.

**Score point 1** -- Paper has extremely limited vocabulary. Only the most general kind of message is communicated. Writer shows an extremely limited range of words.

**Writing**

**DIRECTIONS:** Now write your final copy on the following two pages.

**FINAL COPY**

I thank The teacher will pafe be The  
class math.

I thank The teacher will be nice to  
The Children

I thank one girl would do a good job  
for a spelling test.

I thank two boy would do a good job  
for a time test.

The teacher would be a good  
job to teach use.

I do a good job for a mast game.

you can play your cunzn.

you would do a good job for a spelling  
math.

The Children will be nice in The  
classroom

**Writing**

**FINAL COPY**

I would be a nice job to Help you  
I would you to do a nice job  
you can would it and I can would it  
I Like to would math and would spelling  
fest.  
I go to P.E and computer and Mizit  
and Media and Music.  
The teacher a good job her  
can tael use to wot to would  
We can go to The batroom.  
you can Read and do mat and writing.  
you can play at Recess.  
you can play with your borther

**Score point 2 --** Language is monotonous and misused. Repetition of phrases (“I thank...” “I would...” “you can...” “I can...” ) detracts from the content. Paper confuses the reader with imprecise words (“...a good job...”). Overuse of words: good job, nice job.



**Writing**

**DIRECTIONS:** Now write your final copy on the following two pages.

**FINAL COPY**

I was the teacher for a day. and It went well. we did math. and a test. and games. we had reading time. and we counted by fows. and we did the mounse. and then we talked about the wolde. and then one of the kids did show and tell. and then we did book orders. then we did pictures. and then we went to lach. and wene we came back there wore polcie. there to techus about themselves. we lernd aote about them. the class lovcd it. then it was time to go to resse. and they played the bell rang. and then wene they got back in the class we did math. when we wore done it was time to go home. I Said go by. and the said goodbye. I was sad. but the good thing was I dont hafe to be a tecker ageine.


**Score point 3 --** The writer does not employ a variety of words. The words then and when (wene) are used repeatedly. Language lacks interest and precision. The writer uses words that work but rarely capture the reader's interest.

**Writing****DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**

If I was a teacher for a day

If I was a teacher for a day I would introduce myself. Then I would tell them we would be learning how to multiply by 3s, 4s and 5s. After teaching them how to multiply I would let them 5 minute break then tell them to take thier cursive workbook and let them practice the letters K and L. I would show the class how to write the letters K and L on the white board after I'am done teaching I'll let them do it by themself. When I'am done I will let the class thier snacks to recess, after recess is done I'll let the class finshed there cursive, and after there done I'll the class read for twenty minutes. When thier done. I will let them have a break for three minutes. Then I'll teach them a lesson and let the class do the lesson. Also when it's time for lunch I'll bring them to lunch and let the class eat and have lunch recess. When the class is done with recess I'll let the class read along with me. When It's almost time to go hom I'll the class play a game of sparkle. When it's time to go

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Go On 

Grade 3 Writing Word Choice – Score Point 4B

**Writing**

FINAL COPY

home I will let the class go home.

The End

**Score point 4 --** The writer employs a variety of words (“introduce,” “multiply,” and “cursive”) and effectively conveys the intended message. Words are functional, but do not particularly energize the writing.





Grade 3 Writing Word Choice – Score Point 5A

**Writing**

**DIRECTIONS:** Now write your final copy on the following two pages.

**FINAL COPY**

One day our teacher was absent and the office asked me to teach the class. I would tell the class that I was the teacher and they would call me Ms. or just . Then I would give treats for homework. I would give them to Hot Tamales and 2 goldfish. Then I would call Ms. and cancel reading and insted we would go outside for 1 hour and I would give the class goldfish. After 1 hour I would blow the whistle and we would go inside to do the math meeting. I would ask the student of the day questions about the math meeting. Next I would say that it was time for lunch and asked "What's for lunch?" and I would say "Dose anyone want pizza?!" But would say "But it's Wednesday. How are we going to eat pizza on Wednesday?" and I said "I'll order 2 boxes with pizza in them. Then when the pizza came I would pay the pizza person and after the pizza guy left I would say "Dig in!" While the class was eating I would ask Mr. to buy 2 sodas from the grocery store. So Mr. would go get 2 sodas and when he came back I would pour

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Go On ➡

**Writing**

FINAL COPY

the class and me some soda in a cup. By the time we finished it was time to go home. So I would tell everyone bye and hope Mr. is absent on Thursday. So we can have more fun.

**Score Point 5 --** Words convey the intended message in an interesting and natural way appropriate to audience and purpose. The writer employs a broad range of words (cancel, treats, whistle); slang seems purposeful and is effective – “Dig in!”



**Writing**

**DIRECTIONS:** Now write your final copy on the following two pages.

**FINAL COPY**

In the morning, I go to school. One day, when we lined up, I found a note on the floor. It said the teacher was absent and I was asked to teach. It was a challenge, but I accepted it.

First, let me describe my class. There are 26 total students in it. I'd manage everybody's behavior. It's always fun to work with them.

Teachers need plans. I had to plan every activity. Work times, fun things, lessons teachers are busy! By the end of planning it was math.

Schedules always need to flow. I stopped class at a special (art, music, P.E. etc.) I also managed test-taking. And I helped others.

The next day, the teacher was there. She hugged me for helping out. She had told me she was sick. I was glad to be a student again! The end.

**Score point 6 --** The writer employs a rich, broad range of words (managed, behavior, and hugged), thoughtfully placed for impact. Vocabulary is natural and not overdone. "It was a challenge, but I accepted it." Ordinary words are used in an unusual way ("Schedules always need to flow.").